



## Denmark-Olar Elementary

1459 Solomon Blatt  
Denmark, SC 29042

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	431 Students	
<b>Principal</b>	Isaiah Echols	803-793-3112
<b>Superintendent</b>	Dr. Jake Sello	803-793-3346
<b>Board Chair</b>	Larry Bias	803-793-5929

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Below Average</b>
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

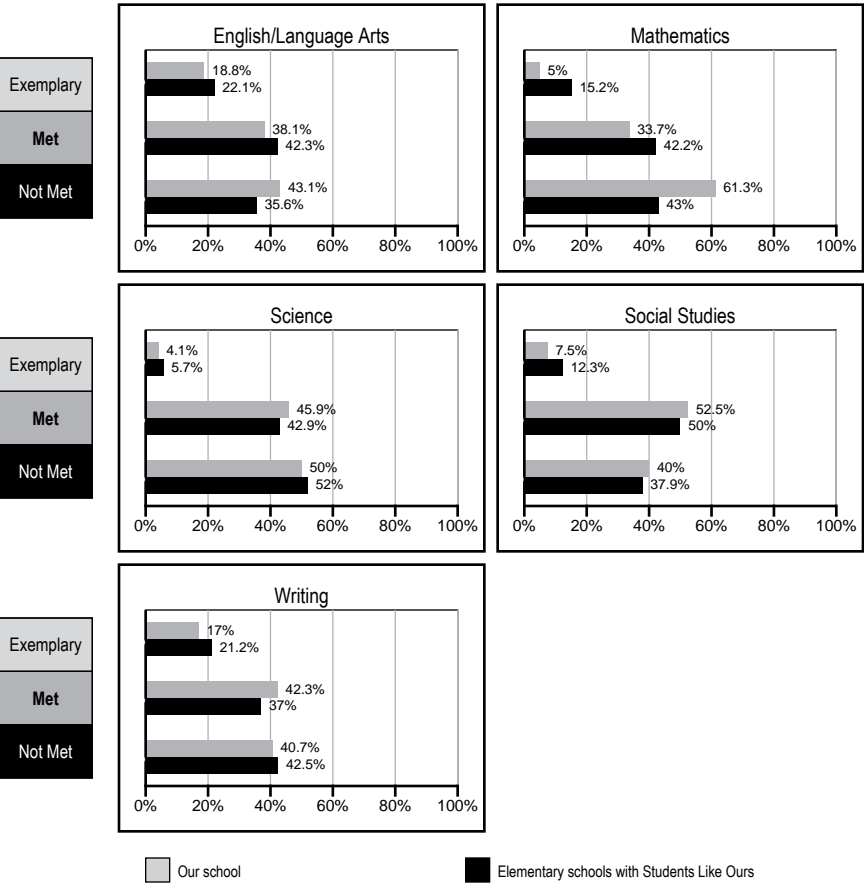
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=431)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.0%	100.0%	100.0%
Retention rate	4.8%	Down from 7.4%	2.5%	1.9%
Attendance rate	96.0%	Down from 98.8%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 2.7%	3.3%	10.0%
With disabilities other than speech	5.1%	Down from 6.3%	7.5%	7.7%
Older than usual for grade	3.3%	Down from 3.8%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	51.6%	Up from 43.3%	57.1%	59.4%
Continuing contract teachers	67.7%	Down from 70.0%	71.4%	80.0%
Teachers with emergency or provisional certificates	13.3%	Up from 8.0%	0.0%	0.0%
Teachers returning from previous year	79.7%	Down from 80.7%	82.0%	85.9%
Teacher attendance rate	95.0%	Up from 93.5%	95.2%	95.1%
Average teacher salary*	\$42,700	Up 4.4%	\$45,725	\$47,149
Professional development days/teacher	9.2 days	Down from 10.3 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	5.0	Down from 34.0	3.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 18.5 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.6%	Down from 92.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,472	Down 2.4%	\$8,624	\$7,458
Percent of expenditures for instruction**	61.8%	Down from 63.3%	68.2%	68.8%
Percent of expenditures for teacher salaries**	57.5%	Up from 57.3%	62.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

There were many enriching activities that took place during the 2008-2009 school year for our students. We worked hard to provide an atmosphere conducive to learning and that was enjoyable to our students. The faculty and staff at Denmark-Olar Elementary School are committed to continuously improving student achievement and increasing academic excellence in all areas. We truly believe each child can achieve. We have completed our second year with our new curriculum, which further increased the level of classroom instruction. We continued implementation of PBIS (Positive Behavior Interventions and Support), and have seen a tremendous reduction in office referrals, which has increased instructional time and has enhanced student achievement.

With the assistance of Mrs. Liller Hamilton, chairperson of the School Improvement Council, and Mrs. Gloris Robertson, PTO president, we continue to encourage parents and the community to aid us in meeting the challenge of educating the whole child. Additionally, in celebration of exceptional staff leadership, Mrs. Bettie Caldwell was elected Teacher of the Year for our school and went on to become District School Teacher of the year and Mrs. Evelyn Dowling was voted Staff Person of the Year.

At Denmark-Olar Elementary School, our philosophy is that all children can and will learn to their fullest potential. We are preparing our students to become productive citizens of a global society. As principal of Denmark-Olar Elementary School, I feel that we have had a very successful school year and look forward to working with our parents during the upcoming school year.

Isaiah Echols, Principal  
Liller Hamilton, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	57	42
Percent satisfied with learning environment	69.6%	71.4%	80.5%
Percent satisfied with social and physical environment	62.5%	89.3%	66.7%
Percent satisfied with school-home relations	65.2%	89.5%	76.3%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	13.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.0%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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# PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	194	99	43.2	38.3	18.6	69.9	62.7	82.8	Yes	Yes
Gender										
Male	96	97.9	43.3	40	16.7	71.1	59.4	79.3	N/A	N/A
Female	98	100	43	36.6	20.4	68.8	66.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	89.5	I/S	I/S
African American	186	98.9	42.9	37.7	19.4	70.3	62.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	29	100	75.9	13.8	10.3	34.5	31.5	52	I/S	I/S
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	181	98.9	44.4	38	17.5	69.6	61.1	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	194	99.5	60.9	34.2	4.9	52.7	49.5	78.9	No	Yes
Gender										
Male	96	99	58.2	38.5	3.3	53.8	47.5	77	N/A	N/A
Female	98	100	63.4	30.1	6.5	51.6	51.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	87.2	I/S	I/S
African American	186	99.5	59.7	35.2	5.1	54	49.3	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	29	100	82.8	13.8	3.4	27.6	24.1	45.5	I/S	I/S
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	181	99.5	63.4	32.6	4.1	51.2	47.8	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

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# PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	132	99.2	51.2	44.8	4	48.8	37.5	67.5
Gender								
Male	63	98.4	45.8	50.8	3.4	54.2	38.5	67
Female	69	100	56.1	39.4	4.5	43.9	36.3	68
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5
African American	126	99.2	48.7	47.1	4.2	51.3	38.4	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	23.8	18.9	35.6
Migrant Status								
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	122	99.2	51.7	44.8	3.4	48.3	35.9	55.1

Social Studies								
All Students	127	99.2	40	52.5	7.5	60	46	72.3
Gender								
Male	62	98.4	37.9	55.2	6.9	62.1	45.5	71.5
Female	65	100	41.9	50	8.1	58.1	46.6	73.2
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	122	99.2	38.3	54.8	7	61.7	46.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	17	100	88.2	5.9	5.9	11.8	15.2	43.5
Migrant Status								
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	119	99.2	38.9	54	7.1	61.1	44.6	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	194	97.9	40.3	42.5	17.1	59.7	54.5	70.2	96	96.7
<b>Gender</b>										
Male	96	95.8	43.2	46.6	10.2	56.8	50.5	63.2	95.6	96.5
Female	98	100	37.6	38.7	23.7	62.4	59.2	77.5	96.4	96.9
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	79.1	84.4	90.1
African American	186	98.9	41.1	41.1	17.7	58.9	53.9	57.6	96.2	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	62.6	93.2	95.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	97.2	96.9
<b>Disability Status</b>										
Disabled	27	88.9	N/AV	N/AV	N/AV	25	18.4	26.1	94.4	95.7
<b>Migrant Status</b>										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	54.7	93.8	95.7
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	61.2	94.1	95.5
<b>Socio-Economic Status</b>										
Subsidized meals	181	97.8	42	43.2	14.8	58	52.6	58.9	95.8	96.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	66	100	32.3	45.2	22.6	67.7
	4	64	98.4	48.3	31.7	20	51.7
	5	64	98.4	49.2	37.7	13.1	50.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	66	100	62.9	30.6	6.5	37.1
	4	64	98.4	61.7	36.7	1.7	38.3
	5	64	100	58.1	35.5	6.5	41.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	50	40.6	9.4	50
	4	64	98.4	51.7	45	3.3	48.3
	5	35	100	N/AV	N/AV	N/AV	48.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	33	100	26.7	56.7	16.7	73.3
	4	64	98.4	31.7	65	3.3	68.3
	5	30	100	70	23.3	6.7	30
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	67	100	38.1	41.3	20.6	61.9
	4	64	98.4	50	38.3	11.7	50
	5	63	95.2	32.8	48.3	19	67.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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